

MARIAN UNIVERSITY  
SCHOOL OF EDUCATION  
Department of Educational Technology  
EDT 655 - Developing Grant Proposals Integrating Technology  
**ACTION ASSIGNMENT 5a - Peer Review**

**Name:** Susan Aplin

**School & Grade Level:** Dutch Fork High School, 9-12

**Grant Title:** iTeam to the Rescue: Student Tech Support at Dutch Fork High School

**Grantor:** Dutch Fork High School PTSO

**Grantor's url:** <http://www.lexrich5.org/DutchForkHS.cfm?subpage=92604>



## Dutch Fork High School

September 29, 2015

Mrs. Bea White  
President, Parent Teacher Student Organization  
Dutch Fork High School  
1400 Old Tamah Road  
Irmo, SC 29063

Dear Mrs. White,

I am the Digital Integration Specialist at Dutch Fork High School and, on behalf of our new student technology team, I am applying for a PTSO Grant to help fund our iTeam project. Enclosed is an application requesting \$290 to fund our project: iTeam to the Rescue: Student Tech Support at Dutch Fork High School. This money will be used to purchase shirts and meals for our student tech team volunteers, iTeam Techs. PTSO strives to support important school programs, and we believe that supporting iTeam would be a sound investment of PTSO funds.

We are excited to be the first high school in the district to form a student tech team to help support the goals of District Five's iFive Project. The iTeam Techs work at iCare and will help plan our weekly Tech Tips for students. This program is not only providing an important service to the school, but it is also helping the iTeam Techs with their own communication and collaboration skills. With PTSO's support we will be able to recognize and reward the efforts of these students. We expect that a well-trained and visible iTeam will help address some of Dutch Fork's technology needs and help improve overall technology proficiency at our school.

Thank you for considering our application. If you have any questions, please feel free to contact me directly at 803-476-3456 or [saplin@lexrich5.org](mailto:saplin@lexrich5.org). I look forward to hearing from you after the October 1, 2015 PTSO Board meeting.

Sincerely,

Susan M W Aplin  
Digital Integration Specialist

ENCLOSURE

<http://www.lexrich5.org/dfhs>

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## **Project Abstract**

**Applicant:** Susan Aplin, Digital Integration Specialist

**Project Title:** iTeam to the Rescue: Student Tech Support at Dutch Fork High School

**Funding Requested:** \$290

**Project Description:** It is the goal of this grant to provide technology support and technology integration help to students and teachers. An additional goal is for the iTeam Techs to improve their own skills as collaborators, critical thinkers and communicators. We have already begun the process by forming the iTeam. The grant will provide the iTeam Techs with meals for training meetings and shirts with the iTeam logo. The iTeam Techs will work at our iCare technology help desk and will also plan training materials, called "Tech Tips," for students and teachers.

Having students who work well together and take pride in themselves and their work will help improve our school's technology proficiency. The iTeam Techs will track their attendance at iCare and track the technology issues they address while working there. To determine the influence of the iTeam, we will survey students and teachers about their interactions with iTeam Techs. We will also survey students' technology proficiency as they relate to District Five's iFive Project goals.

The Digital Integration Specialist and Technology Contact Person will oversee the student iTeam and conduct evaluations on individual iTeam Techs and on the team as a whole. The iTeam will provide an ongoing service to Dutch Fork High School. We also plan to share our experiences with other schools at a state technology conference in the hope of encouraging more schools to begin similar student technology teams.

**Project Length:** 2015-16 school year and beyond

**People who will benefit from this project:** The entire Dutch Fork High School student body and staff will benefit from the iTeam's improved presence and work at the school. The iTeam Techs themselves will also immediately benefit as the recipients of the shirts and the meals, but will also benefit in the long term because of the skills they acquire during through their work on the iTeam.

## **School Narrative**

Dutch Fork High School is an award-winning school that currently serves 1780 students on its suburban campus in Irmo, SC. *US News and World Report* ranked Dutch Fork the top traditional high school in the state and #696 nationally. Our STEM program recently earned Advanced Certification, and over 700 of our students take Advanced Placement exams each year. In addition to our excellent academics, our school is in its fourth year of a District mobile technology initiative. Teachers received iPads the first year, and in year two all high school students could sign up to use district-issued iPad minis. For the 2015-16 school year over 85% of our students have district-issued iPad minis and other students bring their own mobile devices.

The district supports this mobile device program by providing one full-time Digital Integration Specialist (DIS) to lead and guide technology integration at each school. 2015-16 is my third year serving as the DIS at Dutch Fork. In addition, five full-time classroom teachers serve as Technology Teacher Leaders. The school has one full-time Technician to handle all technology repairs and one teacher who serves as the Technology Contact Person. When our students first received iPad minis, we set up a technology help desk, iCare, where students could go for technology questions or repair issues. For the last three years, teachers have helped staff this desk before school and during lunches.

As the Digital Integration Specialist, I saw another way we could grow and support our technology program: student technology help. To this end, I created an application process last spring which has resulted in Dutch Fork's first student tech team: iTeam. The students on this team, iTeam Techs, have already helped at our back-to-school iPad distribution and are now working at least once a week at iCare. This group has great potential to help positively affect our school's use of technology. I am committed to help this team learn and grow and share their love of technology with the rest of the school.

### **School Mission:**

Dutch Fork High School ensures academic, social, mental, physical, and personal growth of all students so that they will be college and career ready in a globally competitive world. We provide a challenging and comprehensive curriculum that utilizes effective teaching strategies and creates a stimulating environment that fosters self-respect and motivates the continual pursuit of life-long learning and service.

### **Grantor Mission:**

Dutch Fork High School's PTSO brings together parents, students, and teachers under the leadership of a volunteer PTSO Executive Board. This organization helps maintain and support relationships between all DFHS stakeholders and also offers financial support when possible to students and teachers. The PTSO Board considers grant applications from DFHS faculty members twice a year: Oct 1 and Feb 1. They consider the impact the request will have on the student body as a whole and prefer to fund grants with a wide influence. The student iTeam also helps support our students and teachers. The student iTeam Techs volunteer their time to help meet technology needs schoolwide.

Dr. Greg Owings, Dutch Fork Principal, and his administrative team support the iTeam and this PTSO grant application. Appendices I-L of this application are letters of support from Mr. Christian English, Assistant Principal, and Mrs. Evelyn Newman, School Media Specialist, as well as resumes for myself and Mr. Barry Lindler, our school's Technology Contact Person.

**Statement of Needs:**

Dutch Fork High School, with 1,800 students and 180 staff members, is in its fourth year of School District Five's iFive Project. The iFive Project goal is "to use technology to strengthen the growth of curriculum and competencies for work, citizenship and life-long learning" (Lexington Richland School District Five, 2015). According to recent reports, 83% of the student body use district-issued iPad minis and another 10% brings personal mobile devices (Follett School Solutions, 2015). The school has one full-time Technician and one teacher who serves as the Technology Contact Person. These two people handle all technical issues with the school's approximately 2,500 devices (iPads, desktops, laptops & Chromebooks). Students report technical issues with iPad minis to a centrally located help desk (iCare). In addition, five Technology Teacher Leaders (classroom teachers who receive stipends) and one full-time Digital Integration Specialist support instructional technology integration throughout the school.

With so many deployed devices and so few staff members dedicated to technology, the school has a clear need for more help with technical repairs, troubleshooting, and technology integration. According to Generation Youth and Educators Succeeding (GenYES), "Hiring sufficient adults to support both existing school technology along with hundreds or thousands of new devices is too costly. Schools must turn to the students receiving these devices for help" (2015, para. 6). Dutch Fork High School recently created a student tech team to begin addressing the need for additional support. However, at this time the team lacks sufficient training, organization, and resources. With this grant, we would be able to help meet these needs.

In addition to serving the needs described above, developing and training an effective student tech team could help the team members develop 21st century skills and meet the ISTE Standards for Students (International Society for Technology in Education, 2007). Important 21st century skills include communication, critical thinking, and collaboration. According to Schwartz (2012) as cited in Pierce (2012), students on tech support teams, "'are building their skills to work as a team, to communicate well with adults and their peers, and to handle and manage a multitude of problems'" (p. 2). Based on her experience with student technology help, Scheffer (2014) shares that, "Leveraging the technological know how of students, placing them in a leadership position within the school, and taking advantage of their desire to help others makes perfect sense. . ." (para. 4). Dutch Fork High School needs to train and develop an effective student tech team that can support the school's technology goals while simultaneously strengthening the students' own skills.

**Goals:**

In alignment with the iFive Project goal and Dutch Fork's mission to provide "a stimulating environment that fosters self-respect and motivates the continual pursuit of life-long learning and service" (Dutch Fork High School, 2015), the Digital Integration Specialist and Technology Contact Person will lead and train a student tech support team called "iTeam." iTeam Techs (students on the iTeam) will provide technical support and technology integration help to students and teachers at our school's iCare help desk and in classrooms as needed. The iTeam Techs will improve their skills as collaborators, critical thinkers and communicators while providing a service to our school.

**Objectives:**

- The Digital Integration Specialist (DIS) and Technology Contact Person (TCP) will organize and lead two afterschool training sessions for iTeam Techs in the fall of 2015.
- During the 2015-16 school year, each iTeam Tech member will staff DFHS's iCare desk at least once a week and will track common problems or issues that students have with their iPad minis.

- During the 2015-16 school year, each iTeam Tech member will create one Tech Tip that either addresses a common problem/issue seen at iCare or shares a technique or tool that could help other students improve technology proficiency.
- During the 2015-16 school year, iTeam Techs will increase proficiency in communication, collaboration, and critical thinking skills.
- By May 2016, DFHS students will show improvement in technology proficiency.

### **Proposed Program and Activities:**

In preparation for supporting our students and staff during the 2015-16 school year, the Digital Integration Specialist, Susan Aplin, and the Technology Contact Person, Barry Lindler, created a student tech team, iTeam. As stated above, one goal of the proposal is to properly train the iTeam Techs. After receiving proper training and implementing the proposed program and activities, iTeam Techs will positively impact Dutch Fork High School in many ways including helping students with technical issues at iCare and improving technology integration and proficiency via Tech Tips.

Currently, students report iPad mini problems to iCare which is open before school and during lunches. iCare is staffed by teachers who record problems for the Technology Contact Person (TCP). An integral component of the proposed timeline and activities is improving tech help by having iTeam Techs handle problems at the iCare help desk. iTeam Techs will troubleshoot iPad problems on the spot while also tracking common issues and problems.

For the last two year, the Digital Integration Specialist has produced weekly Tech Tips to share with teachers and students. These tips covered a variety of topics including iPad basics, training on specific apps, and ideas for using iPads for classroom success. With the proposed activities, the iTeam Techs will use the knowledge they gain at iCare and from their own technology use to determine how to best help their fellow students. Each iTeam Tech will create a Tech Tip to directly address an identified need.

Students and teachers will benefit from the help iTeam Techs provide via iCare and Tech Tips. If the program is successful, students should have fewer problems using their iPads. Also, teachers and students should have increased comfort and proficiency with technology.

The timeline below details the activities required for this program to be successful.

<b>Timeline</b>	<b>Activities</b>
Spring 2015	<ul style="list-style-type: none"> <li>● Interested students applied to be members of 2015-16 iTeam.</li> <li>● Applicants participated in interviews with Digital Integration Specialist and Technology Contact Person.</li> <li>● DIS and TCP selected 2015-16 iTeam Techs.</li> <li>● iTeam Techs assisted in collection of district-issued iPad minis.</li> </ul>
August 2015	<ul style="list-style-type: none"> <li>● iTeam Techs assisted in distribution of district-issued iPads minis.</li> </ul>
October 2015  Activities for an extended iTeam meeting (afterschool or on inservice day).	<ul style="list-style-type: none"> <li>● DIS and TCP will train students in iCare procedures and technology troubleshooting.</li> <li>● iTeam Techs will: <ul style="list-style-type: none"> <li>○ organize the iCare space to best meet the needs of iTeam members and adult staff.</li> <li>○ review ISTE Standards and District Five's spring 2015 iFive student technology assessment reports.</li> <li>○ design shirts for the team members.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ collaborate to create system for tracking common issues and problems.</li> <li>○ determine a system for teachers to request assistance from an iTeam Tech.</li> <li>○ identify other possible services the team could provide such as parent night help, inservice help, etc.</li> </ul>
October 2015- May 2016	<ul style="list-style-type: none"> <li>● iTeam Techs will <ul style="list-style-type: none"> <li>○ work morning or lunch shifts at iCare under supervision of DIS, TCP, and teachers on duty.</li> <li>○ track student technology problems and issues.</li> <li>○ help teachers as needed with technology issues.</li> </ul> </li> </ul>
December 2015	<ul style="list-style-type: none"> <li>● iTeam Techs will <ul style="list-style-type: none"> <li>○ meet to analyze results of iCare problems and determine potential areas for students and teacher technology help.</li> <li>○ consider technology assessment reports, ISTE standards, and district goals when determining necessary Tech Tips.</li> <li>○ determine a timeline for creating, editing, and publishing Tech Tips.</li> </ul> </li> </ul>
December 2015 - April 2016	<ul style="list-style-type: none"> <li>● iTeam will create, peer-edit, and submit Tech Tips to DIS and TCP for review prior to publishing.</li> <li>● DIS will publish Tech Tips via school website.</li> </ul>
March 2016	<ul style="list-style-type: none"> <li>● iTeam will meet to establish procedures for end of year iPad mini collection.</li> </ul>
April 2016	<ul style="list-style-type: none"> <li>● iTeam will create necessary directions for end of year iPad collection including proper backup of devices.</li> <li>● DIS, TCP and iTeam Techs will create a survey to give to teachers and students assessing iTeam Techs' performance and skills.</li> </ul>
May 2016	<ul style="list-style-type: none"> <li>● DIS will oversee implementation of schoolwide iTeam survey.</li> <li>● iTeam will assist in collection of district-issued iPads.</li> <li>● DIS, TCP, and iTeam will conduct end of year assessments and team self-evaluation to determine progress on goals and objectives.</li> <li>● Interested students will apply to be members of 2016-17 iTeam.</li> <li>● DIS and TCP will select 2016-17 iTeam Techs.</li> </ul>
August 2016 - May 2017	<ul style="list-style-type: none"> <li>● The DIS and TCP will lead the same activities outlined in the 2105-16 school year timeline. This would incorporate any changes determined based on end of year assessments and surveys.</li> </ul>

**Budget:**

The iTeam program will require minimal funding because it is being added to an already established help desk (iCare) and technology integration system. The students and teachers involved in the iTeam program volunteer their time, so there are no salary costs for this project. The students use their Academic Enrichment time at least once a week to work at iCare and occasional after school time to meet, train and plan. Each iTeam Tech has an iPad/iPad mini. Each iTeam Tech's family either paid a \$40 insurance fee for a school iPad mini or provided their child with a personal iPad/iPad mini. Our administration has supported the iTeam by allowing its creation and providing the iTeam Techs with special IDs to wear with their school IDs. The Media Center has provided power cords and charging cables to use at iCare as well as six Chromebooks to use at iTeam meetings.

The funds we are requesting would provide resources and support the training of the iTeam Members. The shirts would increase the iTeam Techs visibility and professionalism. They would help other students recognize them as tech support at school. In addition, the shirts would demonstrate the value of these students and give them a sense of pride in their job. We are also requesting funds for meals for the training meetings. Since two of the meetings will occur outside of regular school hours, our cafeteria will be closed. We would like to provide them with these meals since they receive no compensation for the time they volunteer. We have two parents who have volunteered to help with supplemental snacks and drinks.



Item Requesting with Grant Funding	Price	Quantity	Total
White, Collared, Moisture Wicking Short Sleeve Shirts Embroidered with logo From Doodads Embroidery Tax Included Logo designed by an iTeam Tech	\$28	8	\$224
Meals for Training (McAlister's Boxed Meals)	\$9	8	\$72
Meals for Training (Pizza Hut Pizza)	\$10	5	\$50
Total Cost			\$290



Items Provided In-Kind	Provider	Value
Use of Six Chromebooks	Media Center	\$1500
iTeam IDs	Administration	\$10
iPad Insurance	4 iTeam Tech Families	\$160
2 iPads	2 iTeam Tech Families	\$750
iPad Power Cables & Cords	Media Center	\$400
Snacks and Drinks	iTeam Tech Families, Digital Integration Specialist, Technology Contact Person	\$50
Total In-Kind Contributions		\$2870

### **Sustainability:**

The funds listed above will help the iTeam program have a strong first year. The iTeam Techs' training and visibility at school will lay a solid foundation for future iTeam Techs and raise awareness of the iTeam and its positive impact on the school. The iTeam program will be able to sustain itself for years to come thanks to this foundation. Only one of the current iTeam Techs is a senior, so all of the others will be able to reuse their shirts in the future. New iTeam Techs would also need iTeam shirts, so we would work with families, our administration and teachers to help fund those additional items. The Media Center will continue to support the iTeam and iCare with items like cables, chargers, and computers. The Digital Integration Specialist and Technology Contact Person will continue to volunteer their time to organize, manage, and evaluate the iTeam.

Once we have a year of experience with the team, we will have a better understanding of the impact of the program and data to share with others. The success we expect to achieve with the program during the 2015-16 school year will help us ensure future support. We plan to use the information from this school year to help us apply for two additional sources of funding. The first is [Mid-Carolina Electric Cooperative's Bright Ideas Grants](#) (2015) which is a local grant designed to "provide support outside of normal public school funding for great projects. . ." (para. 3). The second is South Carolina [EdTech Conference's TIPS Award](#) (2015) which "is an award for technology impact in a local school or district" (para. 1). Receiving either or both of these grants would allow the program to expand in future years. However, since the core portion of this program is volunteer based and our focus on helping students is so important, we are confident that we will be able to sustain the program regardless of future funding.

### Evaluation Plan Overview:

I have divided the evaluation plan into five parts: one for each proposal objective. Most parts of the evaluation allow for clear data to be collected and compared. Some parts also allow for more anecdotal evidence. Taken together the evaluation includes both formative and summative pieces. At this point in the iTeam process, the evaluation plan has both external (objective) and internal (subjective) components. For example, surveys completed by students are objective while meeting minutes and self-reflections completed by the iTeam Techs are subjective.

Objective	Evaluation Tool(s)	Evaluator(s)
<b>Objective One:</b> <i>The Digital Integration Specialist (DIS) and Technology Contact Person (TCP) will organize and lead two afterschool training sessions for iTeam Techs in the fall of 2015.</i>	Team meeting minutes	- Digital Integration Specialist - Technology Contact Person
<b>Objective Two:</b> <i>During the 2015-16 school year, each iTeam Tech member will staff DFHS's iCare desk at least once a week and will track common problems or issues that students have with their iPad minis.</i>	iTeam Tech Sign in Sheet (Appendix A)  iTeam Issues and Problems Tracking Form (Appendix B)	- Digital Integration Specialist - Technology Contact Person
<b>Objective Three:</b> <i>During the 2015-16 school year, each iTeam Tech member will create one Tech Tip that either addresses a common problem/issue seen at iCare or shares a technique or tool that could help other students improve technology proficiency.</i>	Tech Tip Rubric (Appendix C)	- iTeam Techs - Digital Integration Specialist - Technology Contact Person
<b>Objective Four:</b> <i>During the 2015-16 school year, iTeam Techs will increase proficiency in communication, collaboration, and critical thinking skills.</i>	Student and Teacher Surveys (Appendix D)  Self-Reflections (Appendix E)  DCP/TIS/TTL Evaluations (Appendix F)	- iTeam Techs - Students - Teachers - Digital Integration Specialist - Technology Contact Person
<b>Objective Five:</b> <i>By May 2016, DFHS students will show improvement in technology proficiency.</i>	Technology Surveys (Appendix G and H)	- iTeam Techs - Students - Teachers - Digital Integration Specialist - Technology Contact Person

## **Narrative of Evaluation Plan:**

***Objective One:*** *The Digital Integration Specialist (DIS) and Technology Contact Person (TCP) will organize and lead two afterschool training sessions for iTeam Techs in the fall of 2015.*

The DIS, Susan Aplin, will be responsible for taking minutes at the fall training sessions and all future meetings. These minutes will be evidence that the training took place and documentation of what occurred at the meetings. As stated in the timeline, at the first meeting the students (iTeam Techs) will learn about iCare procedures and common technology troubleshooting. In addition, they will review the ISTE Standards for Students and District Five's Spring 2015 iFive student technology survey results. The iTeam Techs will then be responsible for developing a system for tracking issues and problems at iCare. This system will be used to help evaluate the effectiveness of the second objective. The tracking system will be digital and will include (at a minimum) the issue/question, how the issue was resolved, and any follow up action needed.

***Objective Two:*** *During the 2015-16 school year, each iTeam Tech member will staff DFHS's iCare desk at least once a week and will track common problems or issues that students have with their iPad minis.*

The iTeam Techs will sign in each time they work at iCare. With that information we will be able to track their time worked at iCare to determine if they are meeting the minimum requirements. In addition, the iTeam Techs will use the tracking system from Objective One to record common issues and problems. The entire iTeam and the supervising staff members (including the school's Technology Teacher Leaders), the Digital Integration Specialist (DIS) and the Technology Contact Person (TCP), will have access to the data collected via this system. The iTeam Techs will use this formative assessment data to help them determine technology needs to address in future Tech Tips. The DIS and TCP will meet at least once every two months to analyze the data collected.

***Objective Three:*** *During the 2015-16 school year, each iTeam Tech member will create one Tech Tip that either addresses a common problem/issue seen at iCare or shares a technique or tool that could help other students improve technology proficiency.*

Each iTeam Tech will create his or her Tech Tip as a Google Slides or video shared in our iTeam shared Google Drive folder. The Digital Integration Specialist (DIS) and the Technology Contact Person (TCP) will evaluate the Tech Tip using the rubric (see Appendix C) . As mentioned in the rubric, the iTeam Tech will need to make sure that the Tech Tip has no errors in mechanics or accuracy before it is shared with the student body.

***Objective Four:*** *During the 2015-16 school year, iTeam Techs will increase proficiency in communication, collaboration, and critical thinking skills.*

In order to evaluate the iTeam Techs' proficiency with the 21st century skills of communication, collaboration, and critical thinking we will use three tools: student and teacher surveys, self-reflections, and DIS/TCP/TTL evaluations. As stated in the timeline, the iTeam Techs will be responsible for helping develop these evaluation tools. The survey and DIS/TCP/TTL evaluations will be completed via a Google Form so that data can be collected and analyzed by the Digital Integration Specialist and Technology Contact Person. The student and teacher survey will be available throughout the year so that students and teachers can offer feedback after getting help from an iTeam Tech. For the 2015-16 school year, these tools will be used as a summative evaluation at the end of the school year. In subsequent years, the three assessment tools will be used at least twice a year so that we will be able to make midyear corrections if necessary.

**Objective Five:** *By May 2016, DFHS students will show improvement in technology proficiency.*

In the spring of 2105, District Five's Coordinator of Instructional Technology created a technology survey to assess high school students' technology proficiency using the original goals outlined in the iFive Project. The survey was completed by students who self-reported their experience with each of the iFive Project's six goals. If the school district administers the same survey at the end of the 15-16 school year, we will use those results as part of our data analysis. The baseline data from the 14-15 survey is below:

<b>District Five Spring 2015 iFive Survey Results for Dutch Fork High School</b>	Can do without assistance	Can do if I have help	Cannot do	Have never tried
1. Download instructional materials	90%	7%	1%	2%
2. Research academic information and identify reliable sources of information	85%	13%	1%	1%
3. Upload classwork into a digital environment	88%	10%	1%	1%
4. Post and respond to on-line academic discussion threads	88%	6%	2%	4%
5. Participate in real-time on-line academic discussions	67%	14%	1%	18%
6. Manage your time and organize your academic work in a digital environment	84%	8%	2%	6%
How do you feel about using technology for academic work?	4% - I don't like it - I wish I didn't have to use it	41% - It's good, I use it when necessary	37% - It's great, I am more successful in school by using it	16% - It's okay, I could take it or leave it _____ 4% - No opinion

In addition, the iTeam will develop a supplemental survey that will include questions directly related to the ISTE standards. If the district does not administer the survey in 2016, the iTeam will include the questions from the original survey in our school-based survey. The survey that the iTeam, DIS and TCP develop will be used again at the end of the 16-17 school year to determine changes in technology proficiency and to help determine the influence of the iTeam on those results. Students in grades 9-12 will complete the survey during a May Tech Tip time (lunch block classes).

**Triangulation of Data:**

The Digital Integration Specialist, the Technology Contact Person, and the five Technology Teacher Leaders will meet during the first week of June to review the data collected from all of the objectives. In addition, they will consider anecdotal evidence shared by teachers and students about the iTeam and Tech Tips. In this first year of iTeam implementation, we will look at areas of impact as well as areas for needed growth and support. In future years, we will be able to gather data at the mid-year point and at the end of the year. We will be able to compare the data from different time periods to determine the effectiveness of the iTeam program. The DIS and TCP will meet with the iTeam Techs as a whole to share and analyze data collected. In addition, if there are specific areas of concern related to an individual iTeam Tech, the DIS and TCP will meet with that one iTeam Tech individually.

**Dissemination Plan:**

The iTeam intends to work towards helping all students and staff with their technology needs so it is important that all stakeholders are aware of the iTeam. Students will interact with the iTeam Techs regularly at the school's iCare Center. Parents, students, teachers and community members will be able to view Tech Tips and other iTeam information on the school's technology webpage. The Digital Integration Specialist will also coordinate with the school's publication staffs so that they can produce stories on the iTeam for Silver Screen (weekly news show) and Fox Fusion (online newspaper). The DIS will also turn in brief written reports to the PTSO at least twice a year so they will be aware of iTeam activities.

In addition, the Digital Integration Specialist will share information about the iTeam's activities and goals with the school's Leadership Team and School Improvement Council at their fall 2015 meetings. After data is collected, the DIS will return to those groups in the fall of 2016 to update them on progress and next steps. The iTeam members will prepare and give a brief presentation for SIC members (parents, teachers, students and administrators) at a date to be determined by the school principal.

At the end of the 15-16 school year, the Digital Integration Specialist and iTeam members will apply to present a session on student tech teams at the Fall 2016 SC EdTech Conference. Presenting at the SC EdTech Conference will allow us to help other school's learn from our experiences. A presentation at this level will be a great opportunity for our iTeam Techs to plan collaboratively and improve their communication skills.

## APPENDIX A

	iTeam Tech iCare Sign in Sheet					
	Initial and record the time you arrived in your column.					
	E					Box
8/27/2015						
8/31/2015						
9/3/2015						
9/10/2015						
9/14/2015						
9/18/2015						
9/21/2015						
9/24/2015						
9/28/2015						
10/1/2015						
10/5/2015						
10/8/2015						
10/15/2015						
10/19/2015						
10/22/2015						
10/26/2015						
10/29/2015						
11/2/2015						
11/5/2015						
11/12/2015						
11/16/2015						
11/19/2015						
11/23/2015						
11/30/2015						
12/3/2015						
12/7/2015						
12/10/2015						
12/14/2015						
12/17/2015						
1/4/2016						
1/7/2016						
1/11/2016						

APPENDIX B

# 1516 iTeam iCare Tracking Form

\* Required

**iTeam Tech handling issue \***

**Student grade \***

**What category did the student's issue fall into? \***

- ☐ iTunes/iCloud
- ☐ Settings/Login
- ☐ Camera/Video
- ☐ iMovie/Explain Everything/Pages/Keynote/Notability
- ☐ Google Apps
- ☐ Other

**Issue with iPad \***

Briefly describe

**Was the issue resolved before the student left iCare? \***

- ☐ Yes
- ☐ No

**If no, what is the next step for the student?**

Please make sure you communicated that to the student.

**Adult on duty with you \***

Submit

*Never submit passwords through Google Forms.*

## APPENDIX C

<b>Tech Tip Evaluation Form</b> To be submitted via Google Drive folder with Tech Tip at least one week before date of Tech Tip			
Tech Tip Topic:	iTeam Tech Name:		
<i>Evaluate each item below on a scale of 1-5 with 5 being the best. Tech Tips must be resubmitted until the scores are at least a 4 in all areas. The Tech Tip must have a 5 for ISTE 6 and Mechanics before it will be published on the school website and shared with student body.</i>			
	iTeam Tech Score	DIS Score	TCP Score
ISTE 1. Creativity and innovation • original work; creative	/5	/5	/5
ISTE 2. Communication and collaboration • presents information clearly and in a visually appealing and neat manner • includes clear screenshots and/or simple graphics • uses concise and specific language • sets up the tip in clear order/sequence	/5	/5	/5
ISTE 3. Research and information fluency • gathered appropriate information • chose appropriate tool/app to address student needs • cites sources used	/5	/5	/5
ISTE 4. Critical thinking, problem solving, and decision making • addresses previously identified need(s) • considers multiple perspectives and student needs	/5	/5	/5
ISTE 5. Digital citizenship • “advocate and practice safe, legal, and responsible use of information and technology” • “exhibit a positive attitude toward using technology”	/5	/5	/5
ISTE 6. Technology operations and concepts • information is accurate • information meets identified need(s)	/5	/5	/5
Mechanics • free of grammatical errors; no spelling errors	/5	/5	/5
Total score:	/35	/35	/35
Comments or suggestions from DIS:			
Comments or suggestions from TCP:			



## APPENDIX D

### 1516 iTeam Tech Evaluation Form

Thank you for completing this survey. We appreciate your feedback about our iTeam Techs.

\* Required

How many times has an iTeam Tech help you so far this year? \*

If you know the names of the iTeam Tech members who helped you most recently, please choose them from the list. \*

Check all that apply.

- ☐ iTeam Tech 1
- ☐ iTeam Tech 2
- ☐ iTeam Tech 3
- ☐ iTeam Tech 4
- ☐ iTeam Tech 5
- ☐ iTeam Tech 6
- ☐ I don't know

When did you receive the help? \*

Please list date and approximate time (before school, 1st lunch, etc.).

How knowledgeable was the iTeam Tech about technology? \*

1 2 3 4 5

Not at all ☐ ☐ ☐ ☐ ☐ Very

Did the iTeam Tech meet your technology needs? \*

- ☐ Yes
- ☐ No
- ☐ Some

How clearly did the iTeam Tech communicate the solution(s)? \*

1 2 3 4 5

Poorly ☐ ☐ ☐ ☐ ☐ Very well

If your problem was not solved, did the iTeam Tech clearly explain the next steps for getting help?

- ☐ yes
- ☐ no

Was the iTeam Tech polite and respectful? \*

1 2 3 4 5

Not at all ☐ ☐ ☐ ☐ ☐ Very

Did the iTeam Tech work with anyone else in solving your problem, such as another iTeam member or adult at iCare? \*

- ☐ Yes
- ☐ No

If the iTeam Tech worked with an adult, was their collaboration professional and effective?

- ☐ Not at all
- ☐ Very

Any additional comments or suggestions?

## APPENDIX E

### iTeam Tech Self-Reflection

Please answer the following questions thoroughly and honestly. We do not expect anyone to be perfect or to always know the answer. Honest reflection will help us continue to grow and learn as individuals and as a team. We will use them as a basis for our end of year conference.

Answer questions on a separate sheet:

- As a member of the iTeam, please share one specific example of how you have collaborated with another iTeam Tech? with a DFHS staff member?
- As a member of the iTeam, please share one specific example of a problem you solved?
- What did think is your biggest strength as a member of the iTeam?
- What is one area where you feel like you could improve?
- What was your favorite part of being an iTeam Tech?
- What was the biggest challenge working at iCare?
- In evaluating your Tech Tip, what was the strength(s) of your Tip? Any weaknesses?
- What would you like to see change in the iTeam process for next year?

Any other comments, reflections about your work as an iTeam Tech?

# 1516 iTeam Tech Evaluation by Staff

\* Required

**iTeam Tech's Name \***

Last Name, First Name

**Your Name (person completing the recommendation) \***

Last Name, First Name

**How many times did you work with this student one-on-one this year? \***

## Please evaluate the student in each area below

1 = very weak 4 = excellent

If you have not had a chance to observe this student in any particular area, please choose "Not observed."

**Attitude \***

	1	2	3	4	Not observed
Willing to work on undesired assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive attitude towards school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to accept criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to learn something new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to help others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(continued on next page)

**Character \***


	1	2	3	4	Not observed
Honest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Polite and courteous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Skills \***

	1	2	3	4	Not observed
Attention to detail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iPad proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What was this iTeam member's biggest strength? \*****In what areas does this iTeam Tech need to improve? \*****Is there anything else we should know when evaluating this candidate? \*****Thank you for your time.****Submit**

## APPENDIX G



**district five**  
OF LEXINGTON & RICHLAND COUNTIES

D5

Student Technology Skills Survey

Thank you for taking the time to provide this feedback. Your response will be used to guide future decisions for students in District Five.

\* Required

What school do you currently attend? \*

What is your current grade? \*

Please rate yourself on the following technology tasks. For each question, please consider how well you can do each task.

**1. Download instructional materials**  
Ex: downloading attachments from webpages, Edmodo, email

☐ can do without assistance

☐ can do if I have help

☐ cannot do

☐ have never tried to do

**2. Research academic information and identify reliable sources of information**  
Ex: using online citations, identifying vetted sources, locating peer reviewed material

☐ can do without assistance

☐ can do if I have help

☐ cannot do

☐ have never tried to do

(continued on next page)

### 3. Upload classwork into a digital environment

Ex: uploading via Edmodo to submit assignments, uploading files into Google Drive, uploading files via [turnitin.com](https://www.turnitin.com)

- ☐ can do without assistance
- ☐ can do if I have help
- ☐ cannot do
- ☐ have never tried to do

### 4. Post and respond to on-line academic discussion threads

Ex: posting and responding in Edmodo, posting and responding to teacher blogs or teacher websites

- ☐ can do without assistance
- ☐ can do if I have help
- ☐ cannot do
- ☐ have never tried to do

### 5. Participate in real-time on-line academic discussions

Ex: posting and responding via Skype, TodaysMeet, Google Hangouts, online tutoring or academic chat discussions

- ☐ can do without assistance
- ☐ can do if I have help
- ☐ cannot do
- ☐ have never tried to do

### 6. Manage your time and organize your academic work in a digital environment

Ex: creating folders, naming documents to be easily found, prioritizing email, using online calendars, Google Drive, Livebinders, Edmodo groups, etc.

- ☐ can do without assistance
- ☐ can do if I have help
- ☐ cannot do
- ☐ have never tried to do

Submit

## APPENDIX H

# 1516 DFHS Student Survey Technology Proficiency and Experience

Please rate yourself in each of the following areas. Consider work done in all of your classes using technology

\* Required

Your Grade \*

**I demonstrated creative thinking, constructed knowledge, and developed innovative products using technology/ \***

- ☐ Regularly this year
- ☐ Many times this year
- ☐ A few times this year
- ☐ Not done this year

**I used digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others \***

- ☐ Regularly this year
- ☐ Many times this year
- ☐ A few times this year
- ☐ Not done this year

**I applied digital tools to gather, evaluate, and use information. \***

- ☐ Regularly this year
- ☐ Many times this year
- ☐ A few times this year
- ☐ Not done this year

**I used critical thinking to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. \***

- ☐ Regularly this year
- ☐ Many times this year
- ☐ A few times this year
- ☐ Not done this year

**I understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. \***

- ☐ Regularly this year
- ☐ Many times this year
- ☐ A few times this year
- ☐ Not done this year

**I demonstrated a sound understanding of technology concepts, systems, and operations. \***

- ☐ Regularly this year
- ☐ Many times this year
- ☐ A few times this year
- ☐ Not done this year

## APPENDIX I



### Dutch Fork High School

September 24, 2015

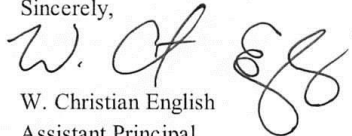
Dutch Fork High School  
PTSO Grant Committee  
1400 Old Tamah Road  
Irmo, SC 29063

To whom it may concern,

Susan Aplin and the iTeam have played a vital role in the successful implementation of the District's iFive initiative. As you can imagine, maintaining iPads for each student in the school is a momentous task. However, Mrs. Aplin proactively created a team of students and teachers to handle this job. They have already logged numerous hours this summer, before and after school to help issue iPads, troubleshoot problems, and provide instructional support. The administration fully supports this team and is extremely grateful for their hard work. I wholeheartedly support her application for a grant to purchase shirts for the iTeam members.

Please feel free to contact me with any questions.

Sincerely,



W. Christian English  
Assistant Principal  
Dutch Fork High School

<http://www.lexrich5.org/dfhs>

1400 Old Tamah Road • Irmo, SC 29063 • (803)732-8050 • Fax (803)732-8064

*Excellence in the Making*



## APPENDIX J



# Dutch Fork High School

PTSO Board  
Dutch Fork High School  
1400 Old Tamah Road  
Irmo, SC 29063

September 22, 2015

The Dutch Fork High School iTeam has been a wonderful technology resource for our students and staff. The media center has assisted the team through various projects and with technology resources. They are an asset to the school and always ready to help where needed. The media center strongly supports any funding provided through a PTSO grant.

Sincerely,



Evelyn Newman  
School Media Specialist  
Dutch Fork High School

<http://www.lexrich5.org/dfhs>

1400 Old Tamah Road • Irmo, SC 29063 • (803)732-8050 • Fax (803)732-8064

*Excellence in the Making*

## APPENDIX K

### Susan M. W. Aplin

1400 Old Tamah Road, Irmo, SC 29063 · saplin@lexrich5.org · 803-476-3456

#### **Professional Experience**

**Dutch Fork High School - Digital Integration Specialist** July 2013-present

School District Five of Lexington and Richland Counties

Train, lead and support teachers, staff, administrators and students in technology integration

**Dutch Fork High School - Teacher** Jan 1997-2013

School District Five of Lexington and Richland Counties

Taught: English 1, 2, 4; Best Sellers, Public Speaking, Test Prep, Journalism 1-4, Yearbook

**Massanutten Military Academy - Teacher** 1993-1994

Woodstock, VA. English Teacher, Volleyball Coach, Dormitory Advisor

#### **Education**

Masters of Arts in Education, Educational Technology, Marian University Candidate 2016

Master of Arts in Teaching, English Education, University of South Carolina 1996

Bachelor of Arts in English, Pomona College, Claremont, CA 1993

#### **Certifications Held**

National Board Certification and Renewal in AYA English Language Arts 2004, 2014

South Carolina State Certification in Secondary English Education 1996

#### **Professional Development**

Florida Educational Technology Conference 2014 & 2015

SC Midlands Summit Technology Conference 2014 & 2015

South Carolina Educational Technology Conference 2013 & 2014

Cell Phones as Learning Tools, State Department of Education Online Course 2011

#### **School District Five and Dutch Fork High School Professional Contributions**

iTeam Sponsor 2015-Present

District Professional Development Leader, Technology 2013-Present

Mentor to DFHS Students 2012-Present

School Improvement Council, Secretary (2012-16) 2011-Present, 1999-2001

Technology Teacher Leader 2012-2014

SAT Team Coach and SAT/ACT Student Help Sessions 2009-2013

Reading Buddies, Founded Program, River Springs Elementary School 2008-2013

Organized School-Wide SAT Timed Writing Practice, trained teachers 2008, 2004

Yearbook Adviser 2005-2006, 1997-2000

Technology Committee 2004-2005

#### **State and National Professional Contributions**

SC Midlands Summit Technology Conference Presenter 2014 & 2015

South Carolina EdTech Conference Presenter 2014

South Carolina Young Adult Book Award Committee Member 2012-2014

"Using Technology to Connect Public Libraries and Teens" Jan 17, 2013

Published in San Jose State University Student Research Journal

<http://scholarworks.sjsu.edu/slissrj/vol2/iss2/7/>

## APPENDIX L

### **Mr. Barry P. Lindler**

Teacher, Technology Contact Person: Dutch Fork High School

blindler@lexrich5.org, 1400 Old Tamah Road, Irmo, SC 29063, 803-476-3300

#### **Education:**

- BS in Mathematics and Computer Science Education, Newberry College, 1994
- Minor in Music, Newberry College, 1994

#### **Experience:**

- 1997-2002, 2004-present: Teacher, Mathematics, Computer Science, Dutch Fork High School, Lexington/Richland District 5, Irmo SC.
- 2012, 2014 EDSE 773 Instructor, USC College of Education, College of Computer Science and Engineering
- 1998-2000, Midlands Technical College Adjunct Professor, Cisco Networking
- 1995-1997, Teacher, Mathematics, Computer Programming, Alternative Academy, Lexington/Richland District 5, Irmo SC.
- 1994-1995, Teacher, Mathematics, Irmo Middle School, Lexington/Richland District 5, Irmo, SC

#### **Teaching Duties, Related Educational and Leadership Experience:**

- NBCT in Mathematics
- Technology Contact Person and Network Supervisor
- AP Computer Science; Computer Programming I and II, Honors, STEM
- Engineering Design and Development PLTW, Honors Webmaster, previous
- Technology Committee Chairman
- Cisco Networking Certified Trainer, CCNA; Oracle Instructor Certification
- Pre-Algebra, Algebra I, Geometry, Algebra II, Pre-Calculus Honors
- Designed and installed Computer Network for entire Alternative Academy
- District Technology Trainer, Technology Teacher Leader, Technology Training Center, DFHS
- Cross Country Head Coach, Boys and Girls
- Track & Field Distance Coach, Boys and Girls
- Mathematics Department Chair Search Committee, Newberry College
- Principal Search Committee, Dutch Fork High School
- Director, Youth and Adult Handbell Choirs, St. Michael's Lutheran Church
- Director, Youth and Adult Vocal Choirs, St. Michael's Lutheran Church
- Counselor, Camp H-I ( Hearing Impaired ), Lutheran Church in America
- Counselor, Camp for mental disabilities, Lutheran Church in America

#### **Awards and recognitions:**

- Teacher-of-the-Year, Alternative Academy
- Teacher-of-the-Year, Dutch Fork High School
- Who's Who in America's Colleges and Universities
- National Collegiate Mathematics Award

## References

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